

STUDENT ENGAGEMENT POLICY



*Charles La Trobe P-12 College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all **Child Safety Standards as specified in Ministerial Order No. 870 (2015)**.*

RATIONALE

Our positive statement about our school's values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours (see: [Department resources](#)).

We are proud to be a diverse and inclusive learning environment. Our staff know that students need to be accepted and respected. When students feel comfortable and safe at school they are best able to engage in the learning programs. We support students to be learning ready and ensure every student achieves to their full potential and is prepared for life's pathways by acting and expecting the students to act in line with our values and shared expectations. Our shared expectations were devised by the students in collaboration with staff and are on display across all areas of our school. We acknowledge learning readiness, adherence to our values and high attendance through student awards distributed at school assemblies alongside informal acknowledgement by way of praise, phone calls home and Compass posts.

- The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools.
- Students will only reach their full educational potential when they are happy, healthy and safe. This happens within a positive College culture that is fair, respectful and supports their learning.
- Charles La Trobe College aspires to be an inclusive community within which all children and families experience belonging.

PURPOSE

- To ensure the Charles La Trobe P-12 College complies with DET policy and guidelines in regard to the engagement of students.
- To create a school culture that promotes students' attendance, positive behaviour and a safe, supportive environment where the risk of harm is minimised.
- To foster a healthy College culture in which high levels of achievement take place within a positive social environment.
- To ensure we explicitly teach and acknowledge the expected positive behaviours and values, so that they are adopted by students.

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- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.
- To ensure we explicitly teach what constitute respectful relationships within the curriculum to promote safe behaviours.
- To ensure that bullying and cyberbullying are identified and addressed early.
- To provide opportunities for student/parent participation and student agency.
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students.

Definitions

Student engagement is comprised of three interrelated components: behavioural, emotional and cognitive.

- *Behavioural engagement* refers to students' participation in education, including the academic, social and extracurricular activities of the College.
- *Emotional engagement* encompasses students' emotional reactions in the classroom and in the College and measures a students' sense of belonging or connectedness to the College.
- *Cognitive engagement* relates to a students' investment in learning and their intrinsic motivation and self-regulation.

IMPLEMENTATION

College Profile

Charles La Trobe Prep to Year 12 College (CLTC) is located in Macleod West, adjacent to La Trobe University. The student population is approximately 530 (180 Primary/350 Secondary) and includes 25 hearing impaired students in the onsite Deaf Facility. In addition to the main campus (La Trobe), there is a second smaller campus, the Olympic Village Primary School campus located in West Heidelberg (80 students). The College also has operational oversight of two campuses of The Pavilion School. The Pavilion campuses provides an alternate program for at risk and vulnerable secondary aged students from across the Northern metropolitan suburbs of Melbourne. The program operates from two campuses – Preston East (140 students) and Epping (80 students). The Olympic Village and Pavilion campuses have their own Student Engagement Policies specific to their respective communities.

The College is divided into two sub-schools (Primary School – Prep to Year 6 and Secondary School – Year 7 to 12). Each sub-school has its own entrance, learning spaces and outdoor facilities. All students have access to specialist teachers and facilities.

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The College is committed to achieving excellence for all our students and this is supported by:

- our close partnership with La Trobe University that includes the school partnerships program, Homework Club and VCE Plus.
- access to Quantum Victoria, a centre of excellence in Mathematics and sciences which is embedded within the College.
- links with Melbourne Polytechnic and Northern College of Arts and Technology to provide students with vocational and industry training as well as access to VCAL.
- the individualisation of learning programs to cater to students’ personal abilities and interests.

Our School Values

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the College, and can engage effectively in their learning and experience success. The College’s values of **Respect, Excellence, Acceptance and Leadership** are based on the Australian Government’s nine values, for Australian Colleges, which are:

<i>Care and Compassion</i>	– Care for self and others
<i>Integrity</i>	– Act in accordance with principles of moral and ethical conduct – Ensure consistency between words and deeds
<i>Doing Your Best</i>	– Seek to accomplish something worthy and admirable – Try hard, pursue excellence
<i>Respect</i>	– Treat others with consideration and regard – Respect another person’s point of view
<i>Fair Go</i>	– Pursue and protect the common good treat all people fairly for a just society
<i>Responsibility</i>	– Be accountable for one’s own actions, – Resolve differences in constructive, non-violent and peaceful ways, – Contribute to society and to civic life, – Take care of the environment
<i>Freedom</i>	– Enjoy all the rights and privileges of Australian citizenship

<h1>STUDENT ENGAGEMENT POLICY</h1>	 <p>Charles La Trobe College</p> <p><small>In partnership with</small> </p>
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	<p>free from unnecessary interference or control</p> <p>– Stand up for the rights of others</p>
<i>Understanding, Tolerance & Inclusion</i>	<p>– Be aware of others and their cultures,</p> <p>– Accept diversity within a democratic society, being included and including others</p>
<i>Honesty and Trustworthiness</i>	<p>– Be honest, sincere and seek the truth</p>

The College’s **REAL Values** support the College’s work in curriculum, wellbeing and engagement. Our **REAL Values** are enshrined as follows:

Respect: We protect the right of all students to learn and teachers to teach; mutual respect and personal responsibility of all members of the College community help us to provide a safe and orderly learning environment.

Excellence: We encourage our staff and students to be reflective, disciplined, resilient and confident, to support deep levels of thinking and understanding.

Acceptance: We believe diversity is a strength; we promote diverse ways of learning, thinking and knowing to cultivate open minds and the willingness to take risks to solve new problems. We are inclusive and build positive relationships by accepting one another.

Leadership: We believe that strong leadership is vital for our community to thrive. Our student and staff leadership teams are responsive to those they serve, inclusive and visionary. We encourage all students to think and behave as leaders by supporting them to be self-motivated, disciplined and by setting high expectations of themselves.

We act in accordance with the REAL Values through:

- achieving common goals by working together
- nurturing empathy and compassion through listening and sharing experience
- building trust by fostering honesty and personal responsibility
- developing learning confidence through relationships that are caring, supportive and encouraging
- supporting students to achieve to their full potential through providing engaging and relevant learning experiences (that include achievable challenges)
- preparing students for life’s pathways by providing an extensive and engaging curriculum.

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Rights and Responsibilities

At Charles La Trobe College we expect high standards of student behaviour based on cooperation, mutual responsibility and self and self-discipline. We promote positive, non-discriminatory relationships among students, parents/carers, staff and the wider community. Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act 2006:

The Charter sets out a list of 20 rights that reflect the following four basic principles: Freedom, Respect, Equality and Dignity. The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services:

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

With human rights comes a responsibility to respect others' human rights. All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights.

Shared Expectations

Charles La Trobe College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviours for our College community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences. College expectations include:

- inclusive teaching practices
- accessible educational provision for all students

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- strong parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Inclusion and Diversity

At Charles La Trobe College, we strongly endorse the following: *Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.* We promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promote the cultural safety, participation and empowerment of students from culturally and/or linguistically diverse backgrounds
- ensure that students with a disability are safe and can participate equally in all aspects of school life.

Aboriginal Students and Students from Culturally and/or Linguistically Diverse Backgrounds

The school understands that for Aboriginal people, culture is about family networks, Elders and ancestors. It is about relationships, languages, dance, ceremony and heritage. Culture is about spiritual connection to lands and waters. It is the way stories are passed on and knowledge given to babies and students. It is how people are greeted. It is looking for connection. It is about all the parts that bind us together.

The school recognises that creating a physical environment that is respectful of Aboriginal culture is an important first step. Symbols and images that surround a place send an important message about respect. By acknowledging the Country in which the school is located, we are demonstrating our willingness to learn, understand and respond to the diversity of Aboriginal cultures. 'Acknowledgement of Country' forms part of College ceremonies and meetings.

The school recognises that cultural safety is living in an environment that is safe for people, where there is no assault, challenge or denial of their identity, of who they are what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening. The school recognises that promotion of cultural safety of students from culturally and/or linguistically diverse backgrounds involves:

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- ensuring the College clearly demonstrates a zero tolerance of discrimination
- being respectful, inclusive and welcoming of families from a range of backgrounds
- recognising times of importance to different cultures
- ensuring the physical environment has a positive image of a range of cultures, in terms of decoration and artwork
- employing staff that are representative of the local community
- actively seeking out and talking to families about how they would like to be involved
- asking about the best way to provide information to students and families.

The school recognises that respecting diversity means:

- valuing and respecting people’s beliefs
- building responsive relationships
- communicating openly and honestly to find out how best to be inclusive and respect cultural needs
- examining our personal ideas, customs and beliefs
- respecting that the beliefs of one person may not be the same as another
- acknowledging and respecting that others can hold different beliefs of equal significance.

The school’s *Anti-Discrimination Policy* describes the school’s commitment to providing teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion. Anti-discrimination extends to the school’s dress code so that students are treated equally with the rights of individual students balanced against the best interests of the school community as a whole when developing and implementing their dress codes.

The College Principal will work with sub-school principals, campus principals and the OHS teams to ensure that when required adjustments will be made to facilities, grounds and buildings to ensure equal opportunity for students with a disability.

Whole College Prevention Statement

We believe in the potential of every student to achieve their best and to be their best!

- We equip and empower our students to explore, dream and discover their full potential – to strive, to seek and to excel.

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- We provide ‘personalised learning’ experiences so every child’s education is structured according to their personal needs, abilities and interests.
- We endeavour to live our College values of respect, excellence, acceptance and leadership every day.

At Charles La Trobe College we acknowledge the equality of worth, dignity and self-respect shared by all members of the College community: students, teachers, staff, families, neighbours and others.

- We celebrate the multicultural mix of those within our college community and the world around us.
- We acknowledge the diversity of individuals and families, beliefs and practices, lifestyles and customs, which are contained within and outside our college community.
- We affirm and respect the differences between individuals and each person’s right to enjoy a safe and nurturing environment.
- We are committed to our role as educators and role models to provide a positive and safe school where our students are free to explore themselves and their world, and to practice the skills necessary for them to become fully educated, aware, compassionate and empowered citizens.
- We recognise the policies and principles contained within the laws and ethical frameworks of our society, whereby all people are to be treated equally and with respect; and which place responsibility upon individuals and Colleges to provide a safe and caring environment.
- We at Charles La Trobe College are committed to providing a range of programs and strategies to promote student engagement, high attendance and positive behaviours.

Engagement in Learning through Teaching

At Charles La Trobe College our positive College culture is predicated on student engagement being the basis for learning. To support this, our leadership team works with teachers to support them develop classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through staff professional learning communities and professional engagement teams. We also have clearly articulated school-wide and classroom expectations and consequences.

- Our Teaching and Learning Charter clearly articulates our shared approach to teaching and learning.

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- We implement strategies from the trauma informed Berry Street Education Model and follow the Ramon Lewis Developmental Management Approach.
- We implement the shared expectations from our REAL Values Matrix. The matrix was developed in partnership with our students.
- We are technologically innovative and offer a broad range of enrichment activities, in addition to our core curriculum. Our STEM programs prepare students for the future world of work, in which creativity and problem solving will be critical skills.
- We harness student voice and agency through the student leadership programs, and by providing opportunities for students to influence change within the College community (lunch with the principal, participation on school council).
- We ensure students are included on school council and hold fortnightly meetings to which leadership/principal class officers are invited to receive feedback. Students are also invited to forums to ensure there are school-wide and classroom processes for ongoing collection and use of student feedback data) for decision-making.
- We ensure staff professional learning is given high priority to ensure strategies and approaches are adopted and implemented – Professional Learning Communities and Professional Engagement Teams include a focus on action research and evidence based practice.

A **comprehensive and flexible curriculum** provides for the needs and individual differences of each student. We acknowledge, value and respect student achievements. Students are encouraged to participate in a broad range of core and extra-curricular activities such as:

- Advance Program
- Student Leadership, including Rotary Interact Group and ‘Grip’ leadership conference
- Sporting competitions
- Instrumental music and performing arts programs (choir, band, productions)
- Clubs and extra-curricular activities (Chess Club, Tech Ninjas, Maker Club and Astronomy Club)
- Camping program including the biennial camp to China

Partnerships with Parents and Carers

The College encourages **parents/carers** to become co-operative partners with teachers in developing positive educational outcomes for students. Parents/carers have opportunities to be elected to College Council. They are welcome as volunteers in the College across a range of programs (for example; Primary School reading and swimming/whole of College breakfast club).

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We support parents to maximise student attendance and provide financial assistance where required to ensure maximum access to programs, uniform and resources.

Termly parent-teacher-student interviews and student support group meetings provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.

Students with Complex Learning Needs

The College provides multiple opportunities for proactively engaging parents/ carers to be involved in supporting students with complex needs (for example: disabilities, mental health or traumatised) by:

- recognising and responding to the diverse needs of our students through the PSD Support program and implementation of the Universal Design for Learning
- implementing the Universal Design for Learning to engage students in meaningful learning experiences
- ensuring Year Level Leaders and Wellbeing Learning Specialists work closely with students who are at risk to maximise engagement at school
- providing a range of education support officers to facilitate inclusion; our ES team includes a speech therapist, a social cohesion officer, a behaviour support integration aides, student welfare officer, a school nurse, reading remediation aides and school librarians
- providing high level support to students with concerning attendance
- providing intensive literacy and numeracy improvement programs as part of the College improvement agenda.

The College recognises that promotion of the safety of students with a disability involves:

- acknowledging that students with a disability are particularly vulnerable and ensure risk assessment processes considers their needs
- ensuring the school clearly demonstrates a zero tolerance to discrimination and actively welcomes all students
- making sure the environment does not pose access difficulties
- being responsive to families regarding specific measures that may be required to ensure the safe participation of a child with a disability
- supporting staff, other students and their families to understand and be inclusive of people with a disability

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- thinking about how the school can encourage participation and feedback from students with a disability and their families.

Student Agency: Respectful Relationships, Fairness and Equality

Multiple opportunities are provided to support student agency at the College:

- we celebrate student achievements at student led sub-school assemblies; we provide REAL Awards and attendance awards and showcase student led activities/achievements
- students present their work through termly ‘expos’ related to curriculum experiences to ensure learning is meaningful; for example City Experience team presentations, talent shows, interschool sports and Lion’s Club Youth of the Year public speaking event
- students run a range of termly awareness and fundraising activities such as Harmony Day, Wear It Blue and Multi-cultural day
- there is a school-wide attendance strategy and online wellbeing support referral form identify vulnerable students and those at risk of disengagement from school
- Our open plan learning environment
- The work of teachers is driven by a growth mindset: we believe every student can achieve and we have high expectations of all learners.
- Our open learning spaces promote teaching as a public practice and enable us to create a safe and orderly learning environment.

Bullying and Harassment

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings). Examples of cyberbullying behaviour are: teasing and being made fun of, spreading of rumours online, sending unwanted messages, defamation and requesting/sending explicit text messages or images.

It is important for the College to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to

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protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act. The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects.

Charles La Trobe College has **zero tolerance of bullying and of harassment in any form**. The wellbeing of every child and young at the College is our highest priority.

- We acknowledge our legal and moral obligations to contact authorities when we are worried about a child's safety.
- We are committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- We have robust human resources and recruitment practices for all staff and volunteers.
- We are committed to regularly training and educating our staff and volunteers on child abuse risks.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- We recognise that developing a child safe environment is an ongoing process and will not be achieved in the short term. Implementing the Child Safe Standards requires an ongoing commitment. It will not be achieved in one activity or exercise.

The school encourages all students to speak up when bullying or harassment is encountered.

- We take a whole-school approach focusing on safety and wellbeing
- We consistently respond to all incidents of bullying that have been reported to the school and ensure that planned interventions are used to respond to these incidents
- We ensure that support is provided to any student who has been affected by, engaged in or witnessed bullying behaviour
- We provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents
- All concerns are taken seriously. All complaints are treated confidentially.

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Student Management

The College has high expectations of students' behaviour and follows a College-wide student management process (Developmental Management Approach) based on an approach developed by Ramon Lewis. The approach emphasises the importance of building strong relationships between staff and students, provides students with choice, aims to allow teachers to teach and students to learn, involves parents/carers, promotes self-discipline and focuses on creating a positive, supportive learning environment. The basic tenets of the approach are:

- The student code of conduct is developed through a process of wide community consultation, which outlines amongst other things, agreed behavioural development and management strategies. The code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- Student individual academic reports will include details regarding students' learning ready behaviours.
- The College will engage the services of successful young people as guest speakers or workshop facilitators to act as positive role models.
- Shared Expectations are negotiated with students and the Student Representative Council.
- A wide range of positive extra-curricula activities will be provided for students including sporting, leadership, community service and appropriate leisure pursuits.
- An up-to-date database of student behaviour on Compass will be maintained.
- All staff will undertake professional development on student behaviour management and support.
- The College curriculum will include units on resilience, peer pressure, positive choices, bullying, cyber-bullying, conflict resolution and leadership (REAL Education specifically and more broadly across the curriculum).
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in increasing their child's engagement at school.

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College Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-College and classroom practices and shared expectations, including:

- establishing clear processes for student management and student attendance
- establishing predictable, fair and democratic classrooms and College environments
- ensuring student participation in the development of classroom and whole College expectations
- providing personalised learning programs where appropriate for individual students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing pro-active programs to promote student engagement, positive behaviours and regular attendance.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by students, parents and teachers
- providing consistent, teacher expectations and classroom environments
- scaffolding the student's learning program
- communicating with the parents/carers
- specific monitoring of student behaviour and attendance.

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the Principal, student wellbeing coordinator, nurse, psychologist, Managed Individual Pathways or Careers coordinators
- tutoring/peer tutoring, mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour

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- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline Procedures

When determining consequences, corporal punishment **is expressly forbidden**.

Relocation, Homework Redemption and Detention

- In line with the Developmental Management Approach students may be relocated from their classroom if they fail to meet shared expectations (after two warnings/reminders).
- Students are required to meet with their teacher during recess and lunch following a 'relocation' for a restorative conversation.
- Teachers may require a student to finish work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Where students are required to undertake College work out of College hours, the time should not exceed forty-five minutes.
- If students do not attend homework/classwork redemption settings, do not attend restorative conversations and repeatedly breach College expectations they may be issued an after school detention.
- The College Principal should ensure that parents are informed at least 24 hours prior to the detention. The College will ensure arrangements do not cause undue family hardship.
- Charles La Trobe College is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.
- Students who repeatedly breach expectations will be supported by the Year Level leader by the initiation of individual contracts and implementation of behaviour support plans. In these cases parents/carers will be asked to attend a student support group meeting.

Attendance: Refer to the Attendance Policy and the Attendance Policy Strategy documents on the College Website or internally on SharePoint\Staff Information.

Child Safe: Refer to the College Child Safe policies on the College Website or internally on SharePoint\Staff Information.

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Exclusion: Refer to Ministerial Order 1125 and the School Policy Advisory Guide:

- Suspension
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>
- Expulsion
<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/Expulsionterm32018.aspx>

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change. The latest DET Student Engagement update was early April 2014. Student Discipline guidelines were updated late June 2018 & the Child Safe Standards July 2016.

RATIFICATION

This update was ratified by College Council on February 28th, 2019. This policy does not require school council ratification however consultation is required. The school council was consulted in June 2019.

REFERENCES

The **Equal Opportunity Act 1995** sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

The **Equal Opportunity Act 2010 (Vic)** which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The **Charter of Human Rights and Responsibilities Act 2006 (Vic)**, which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The **Disability Standards for Education 2005**, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992

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(Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

The **Education and Training Reform Act 2006 (Vic)**, which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:-

- (i) realises their learning potential and maximizes their education and training achievement;
- (ii) promotes enthusiasm for lifelong learning;
- (iii) allows parents to take an active part in their child's education and training.